Write Way
User Manual

Courseware Solutions Inc.

www.wordville.com

Write Way User Manual

Write Way User Manual
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Courseware Solutions Inc.

Phone & fax: 1-888-MATHVILLE
www.wordville.com
e-mail: marypat@mathville.com

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Getting Started

Insert the CD-ROM into the CD-ROM drive.

Windows

a) Choose My Computer.
b) Choose the CD-ROM drive icon.
c) Double-click the WriteWay icon to start.

Macintosh

a) Double-click the Write Way CD icon to open it, if necessary.
b) Double-click the Write Way icon to start.

Electronic user manual

Double-click the WriteWayManual.pdf icon to view and/or print this manual.
This file is also available as a free download from www.wordville.com.
Adobe Acrobat Reader is required to view the manual.

Overview

Description

Write Way is a collection of ten multimedia learning activities designed to make the application and practice of language skills fun and immediately relevant for students. The program is intended to provide teachers with an additional source of highly motivating and varied learning materials, which are easy to use and clearly correlated with standard curriculum.

Write Way focuses on basic language fundamentals such as grammar, vocabulary, spelling and other common conventions of style, form and presentation. Each of the ten activities requires the student to use specific reading and writing skills that support and complement the broader skills essential for effective communication. The skills are listed in the table on page 6 and within the program itself.

The software includes a full range of presentation formats that take into account students' different learning styles. The activities, which range in format from crossword puzzles to rhymes, all incorporate a high level of student interactivity.

Suggested grade range

Although language curriculum varies from country to country, and even classroom to classroom, the topics in Write Way are typically presented in many grade 4 classrooms. Specific grade references have been avoided within the program itself, as Write Way is very suitable for use both as enrichment for younger children and remediation for students in higher grades.

Recommendations for use

Write Way is designed to supplement and reinforce classroom language instruction. It is not designed to be a primary source of tutorial instruction, although it does display brief reminders and key points when HELP is clicked. Because students rarely access a HELP button, however, the program focuses on providing immediate feedback to student responses, guiding them to a correct answer.

Because it is highly motivating, it is extremely useful as a tool for remediation, particularly when used with its companion program Word Way.

Write Way's open format allows for both student-directed and teacher-directed learning. Most students readily begin exploring Write Way on their own and require

little supervision. As part of a more structured language learning plan, however, teachers can direct students to selected activities that address their individual learning needs.

The program can also be used as an assessment and evaluation tool. Careful observation of a student's interactions with the program can reveal a great deal to the teacher about a student's language capabilities and ability to apply communication skills in new situations.

Write Way may be used as:

- a highly motivating way to reinforce and provide additional practice in language skills introduced in class
- remediation for students at any grade level to support reading and writing improvement
- an environment for independent student study
- part of a teacher-directed learning plan to address specific language learning needs
- a source of assessment information about a student's language abilities and a diagnostic tool to determine areas of difficulty

Tracking student progress

Each Write Way activity includes an optional printable record of achievement which includes a list of the learning outcomes associated with each activity. These certificates, as well as the Student Tracking Reports (page 29), are excellent additions to a student's portfolio or can be taken home to show parents an example of "what they do on the computer." Records of achievement printed out over time can be used to measure improvement and provide evidence of skills mastery.

As a summary of the progress made during each session, the number of times a student has successfully completed an activity is recorded on the Write Way home page in the bottom left corner of each activity icon. These results can be printed out by

clicking the PRINT button on the home page.

Technical Information

Write Way is a dual-platform multimedia CD-ROM program that runs on a Windows PC or a Macintosh with the following minimum requirements:

Windows PC

- Intel Pentium or compatible
- 12 MB of available RAM
- Windows 95, 98, or NT 4 or later
- SVGA 640 x 480, 256-color monitor
- CD-ROM drive
- Windows-compatible sound card

Macintosh

- Power PC
- System 7.5.3 or later
- 12 MB of available RAM
- 640 x 480 color monitor
- CD-ROM drive

Manual

The electronic version of this manual in Adobe pdf format is included on the Write Way CD-ROM. Adobe Acrobat Reader is required to view it.

Copying to a hard drive

Write Way was developed to run directly from the CD-ROM. However, if you wish to copy it to a hard drive and run it without the CD, the following files and folders, which require about 20 MB, should be copied:

Windows PC

- **WriteWay.exe**
- DATA folder

Macintosh

- **Write Way**
- DATA folder

Program Features

Ease of use

- Starting the program is a straightforward process that many computer-literate students could handle with the help of a brief teacher demonstration or the posted "Getting started" instructions (see the first page of this manual). Since the program runs straight from the CD-ROM, there is no need for an "install" program and no danger of damaging the program or any other program on the computer.
- Quitting the program is equally user-friendly: click QUIT and eject the CD-ROM. There is no need to "uninstall" since nothing is put on the hard drive.
- Write Way has been designed with an easy-to-use, intuitive graphical user interface and most students are able to successfully make their way through the program by following their natural inclinations to explore.

Difficulty levels

- Most of the activities have two levels of difficulty. On choosing an activity for the first time, students are presented with the easy version. Once mastery is attained, students are automatically advanced to the expert level. Students or teachers may override the program, however, and switch levels either at the beginning or at any other time.

Tracking progress

- Students may click the PRINT button after completing an activity and save the printed record of achievement as a way of tracking their progress in the program. In addition, students may wish to print the Write Way home page at the end of the session so that they'll have a printed record of the number of times they have successfully completed each activity, as indicated by the number in the sphere in the left bottom corner of the activity icon.

Supplementary materials

- Teachers whose schools have purchased Write Way are free to create worksheets, tests and other supplementary materials that take advantage of the program's large banks of randomly generated examples. This may be done by copying, generating screen dumps or clicking the PRINT button during any activity. Copies of all supplementary materials created by Courseware Solutions are available as free downloads from www.wordville.com.

Curriculum Connections

Grammar

- correctly use nouns, verbs, adjectives and adverbs . . . . . *Word Order*
- identify various parts of speech . . . . . *Labels, Vocabulary*
- use connecting words . . . . . *Connecting Words*
- use past tense correctly and appropriately . . . . . *Past Tense*
- write simple and compound sentences . . . . . *Word Order*

Punctuation

- use quotation marks for direct speech . . . . . *Word Order*
- use the apostrophe to indicate possession . . . . . *Possessives*

Spelling

- use a variety of sources to check spelling . . . . . *Spelling, Synonyms*
- use phonics & word structure and meaning to spell . . . . . *Spelling, Synonyms*

Vocabulary building & word use

- choose words that are most appropriate for their purpose . . . *Vocabulary, Rhymes*
- use antonyms and synonyms . . . . . *Antonyms, Synonyms, Spelling, Rhymes*
- use a variety of strategies (e.g., dictionary, thesaurus) to expand vocabulary . . . . . *Vocabulary*
- use vocabulary from other subject areas . . . . . *Labels*

Form & style

- recognize poem and verse structure . . . . . *Rhymes*

Language structures

- use knowledge of sentence structure, capitalization and end punctuation to write sentences . . . . . *Word Order*
- use patterns of word structure to determine pronunciation . . . . . *Rhymes*

Visual presentation

- label and use pictures and diagrams . . . . . *Labels*

Home Page

- To select a Write Way activity, click its picture. Descriptions of the individual activities begin on the next page.
- To get back to this home page, click the LEAVE THIS ACTIVITY button in each activity.
- To view a list of the skills addressed by each activity, hold down the shift key and move the mouse over an activity picture, but don't click.
- After an activity has been successfully completed a number appears in the bottom left corner of the activity's picture, recording the number of times the student has done the activity.
- The five rectangular buttons in the upper left corner of the screen are:

  QUIT – to exit from the program Write Way
  HELP – to hear or see context-sensitive help
  CREDITS – to see a list of the creators of Write Way
  SOUND – to display the control that adjusts the sound volume
  PRINT – to print the screen.

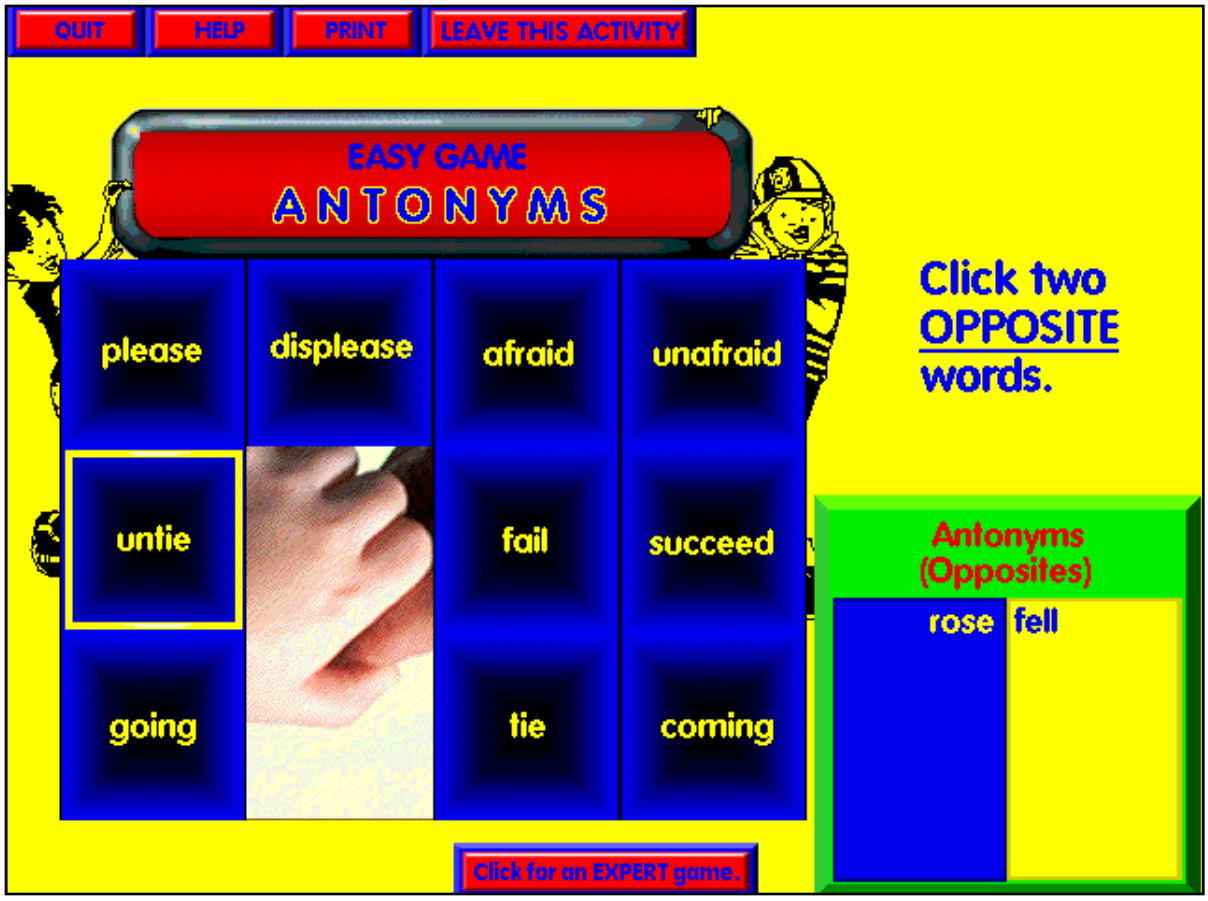
Antonyms

Skills addressed by this activity

- identify antonyms for familiar words

Activity description

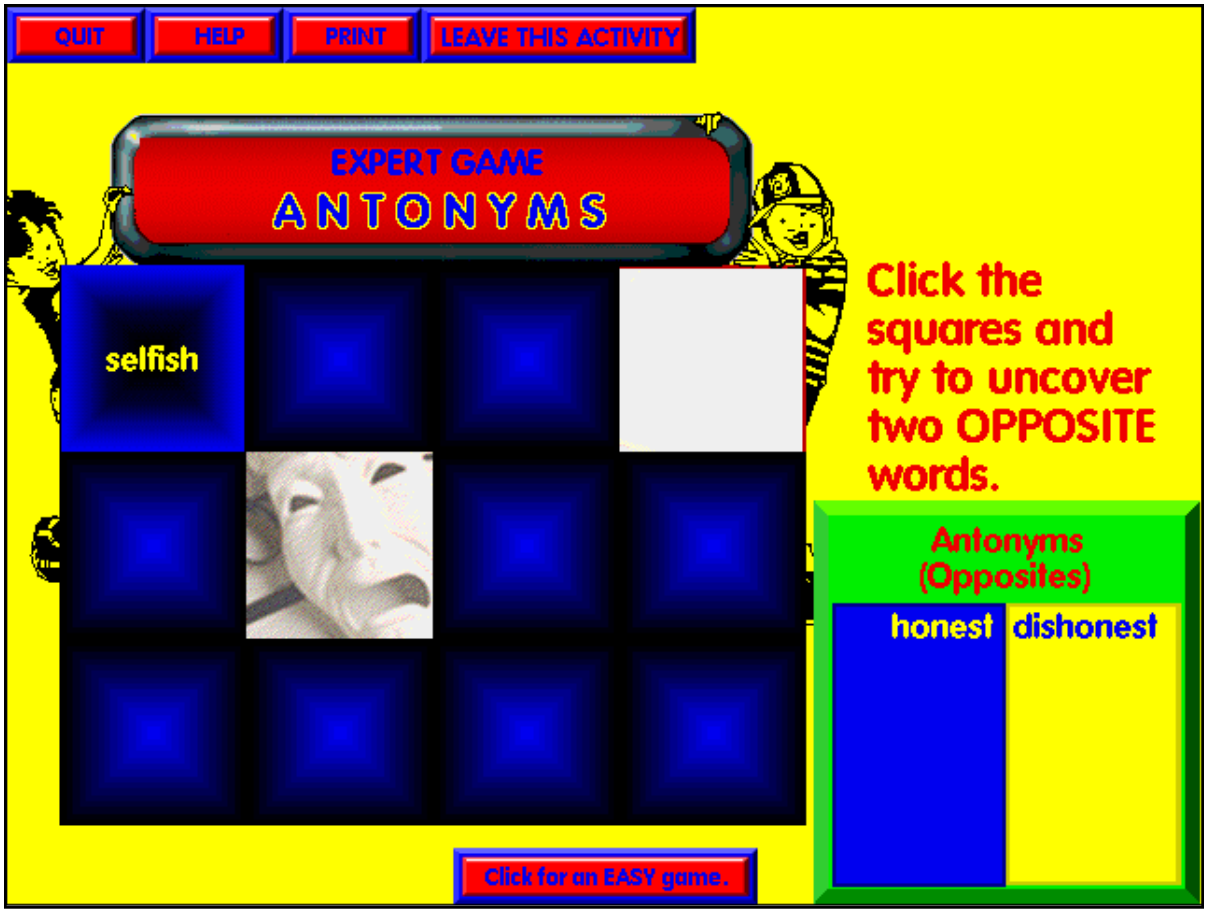
In this activity students use their knowledge of antonyms to play a word matching game based upon the familiar game of *Concentration*. There are two levels of play, Easy (see example below) and Expert (opposite page).



In the Easy version, 6 pairs of randomly selected words are randomly arranged on the game board, and the player's goal is to click two words that are opposites. If two antonyms are clicked, the squares disappear, revealing part of a hidden picture, and the antonym pair moves to the player's board in the bottom right corner. The game ends when all of the words have been matched, completely revealing the picture.

In the Expert game (see example screen on opposite page), an additional complication is introduced; the randomly selected antonyms are hidden and the player clicks squares, two at a time, to see the hidden words. If the two clicked squares reveal a pair of antonyms, they move to the player's board, as in the easy version. If not,

they are hidden again and the student must concentrate to remember the words and their positions in order to make subsequent matches.



The antonym pairs for both versions of the game are drawn from a pool that includes familiar words such as:

please - displease	above - below	safe - dangerous	coming - going
wrap - unwrap	north - south	best - worst	suddenly - gradually
patient - impatient	winter - summer	whisper - shout	brighter - dimmer

Teaching/learning points

Pairs of students often enjoy working on this activity together, sometimes taking turns picking the squares or making matches. Since all of the matches move to the same area, the game remains collaborative in nature rather than competitive.

Having students make up their own games by writing pairs of antonyms on the backs of index cards provides further evidence of their understanding of antonyms and another opportunity for them to use vocabulary in a meaningful way.

Connecting Words

Skills addressed by this activity

- use connecting words (e.g., also, finally, after, but) correctly to link ideas

Activity description

A common problem in student writing is the inappropriate combination of ideas and phrases. Whether it be "run-on," short choppy "baby" sentences, or an inappropriate choice of connecting word, this problem could be remediated by improved knowledge of connecting words and increased exposure to lots of examples of their use.

This activity provides this needed exposure and motivates students to practice using connecting words by providing immediate feedback in an "aquatic" setting (see example screen below). Students win a point by correctly selecting the connecting word that is most appropriate in the sentence that is presented. The sentences are randomly drawn from a large pool of possibilities and the connecting words include familiar ones such as: also, finally, after, but, and, because, or, as, since and when.

There are two levels of play: an Easy version (see example on opposite page) and an Expert game, which the student can choose by clicking the Click for EXPERT game button.

In the Easy version, there is no time limit. The round ends when the user reaches a score of 5. In the Expert level (see example below), students must reach a score of at least 5 within one minute. If three incorrect answers are given or if a score of less than 5 is attained, the player is automatically started back at the Easy level.

Students are given motivating positive reinforcement when a correct answer is given. When an incorrect response is made, the correct connecting word remains on the screen (see example screen above) and the incorrect choice is crossed out.

Teaching/learning points

There are some cases where either connecting word may be considered appropriate. Students should be encouraged to discuss these cases and explain the reasoning behind their selection. Teachers may want to review different connecting words and how they affect the meaning of a sentence (i.e., causal, temporal, conjoining, etc.)

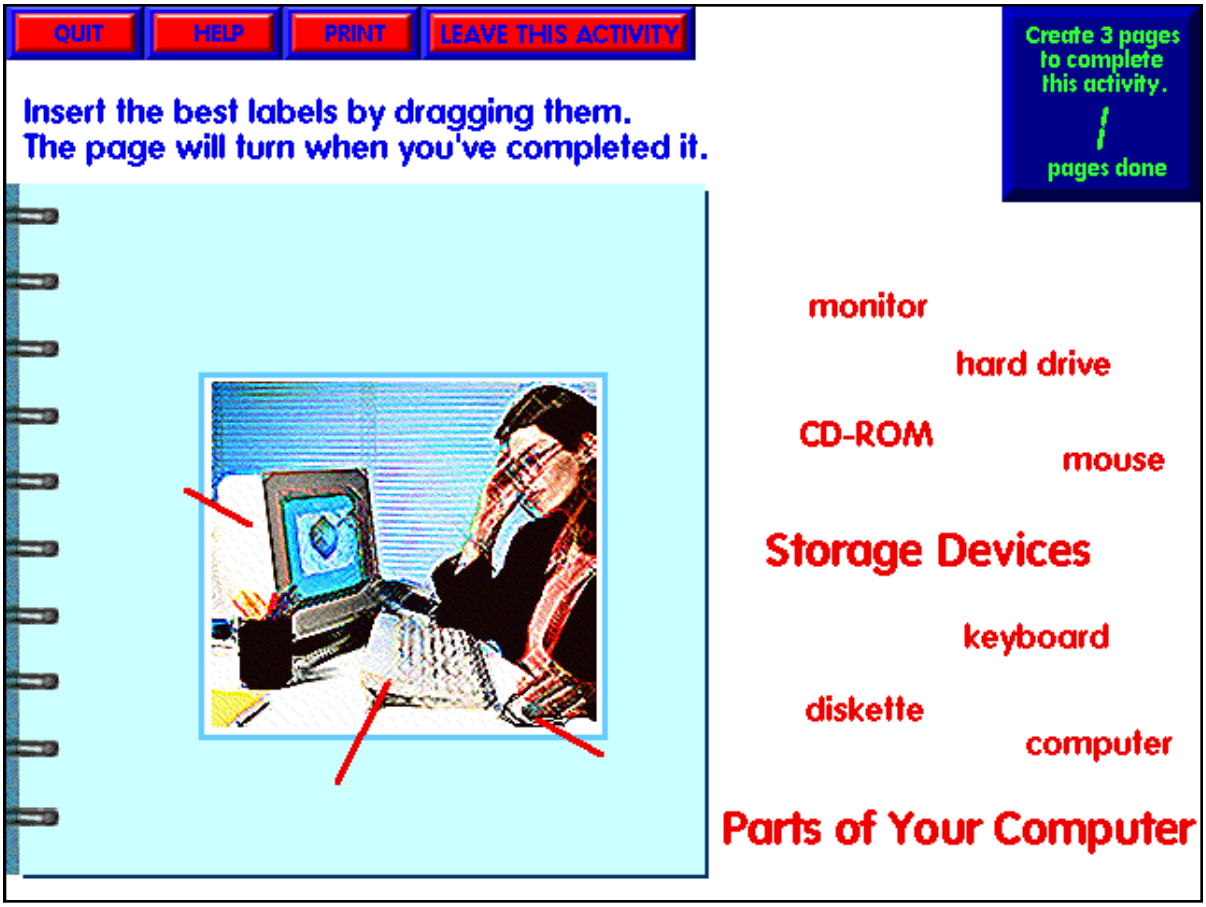
Labels

Skills addressed by this activity

- label and use pictures and diagrams
- identify various parts of speech (nouns, verbs, pronouns, adjectives and adverbs)
- use vocabulary from other subject areas

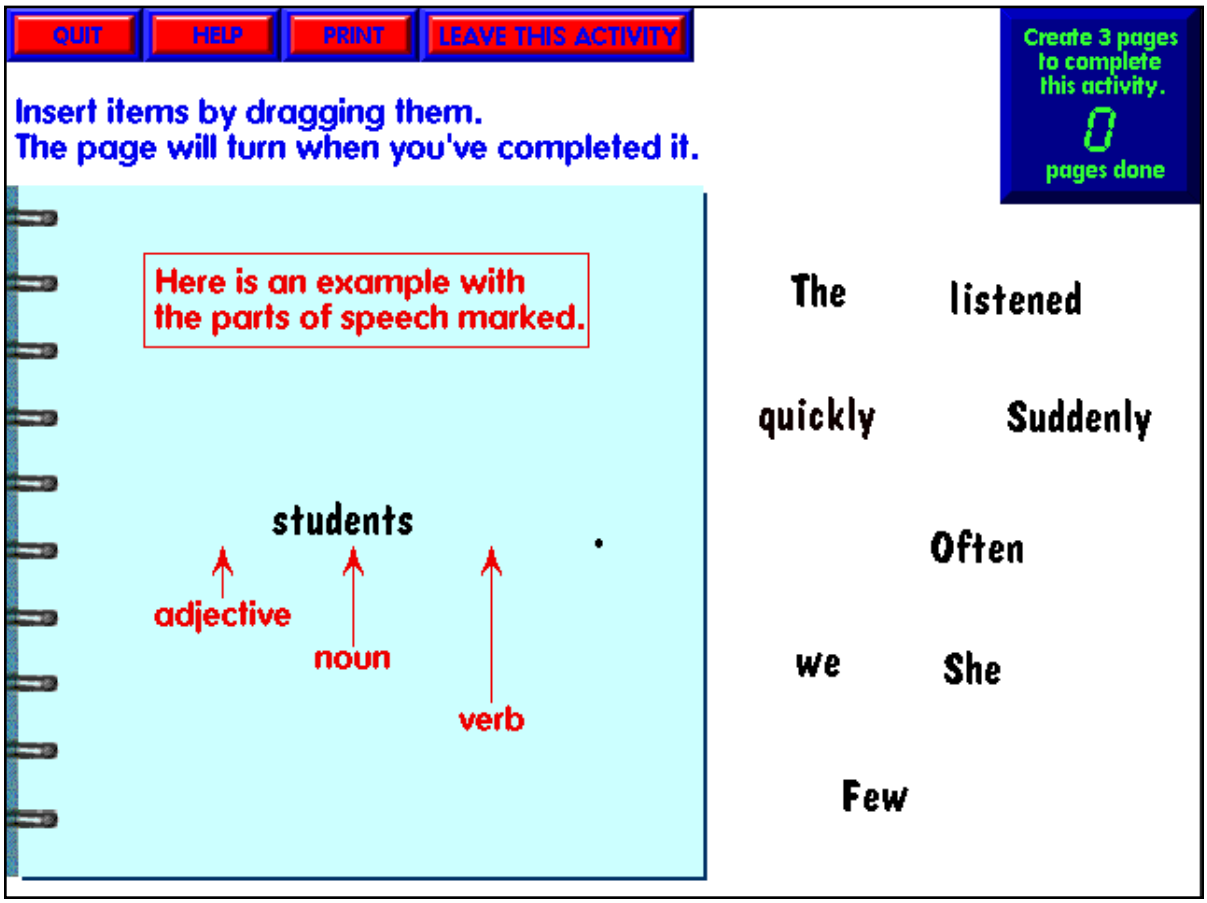
Activity description

In this activity either a diagram is presented which the student is to label appropriately (see below), or a set of labels or captions is presented and the student must insert appropriate pictures or parts of a diagram (see opposite page).



In the example above, the student chooses a label from the group to the right and uses the mouse to drag it on to the page. If the label is appropriate and positioned correctly a bell sounds. When the picture is completely labeled, the page turns and the box in the upper right corner records the number of pages done.

In another type of page, the student must provide pictures or diagram elements that effectively illustrate the text. In the example below, the student must also be able to identify various parts of speech in order to complete the diagram.



Incorrectly placed pictures or text bounce back to their original positions and an audio error message is played.

Students must do three pages to successfully complete the activity.

The pages presented are randomly selected from a pool of possible pages and the content of individual pages is variable as well. Each set of three pages requires the student to use vocabulary from at least two different subject areas such as mathematics, science and technology.

Teaching/learning points

Even if students are not completely familiar with the special terms used, or with all of the parts of speech, the feedback provided should be enough to help them complete the activity and gain some familiarity with the new terms. Students should therefore be encouraged to make their best guess, observe the results and keep on trying until success is achieved - a useful problem-solving strategy in any situation.

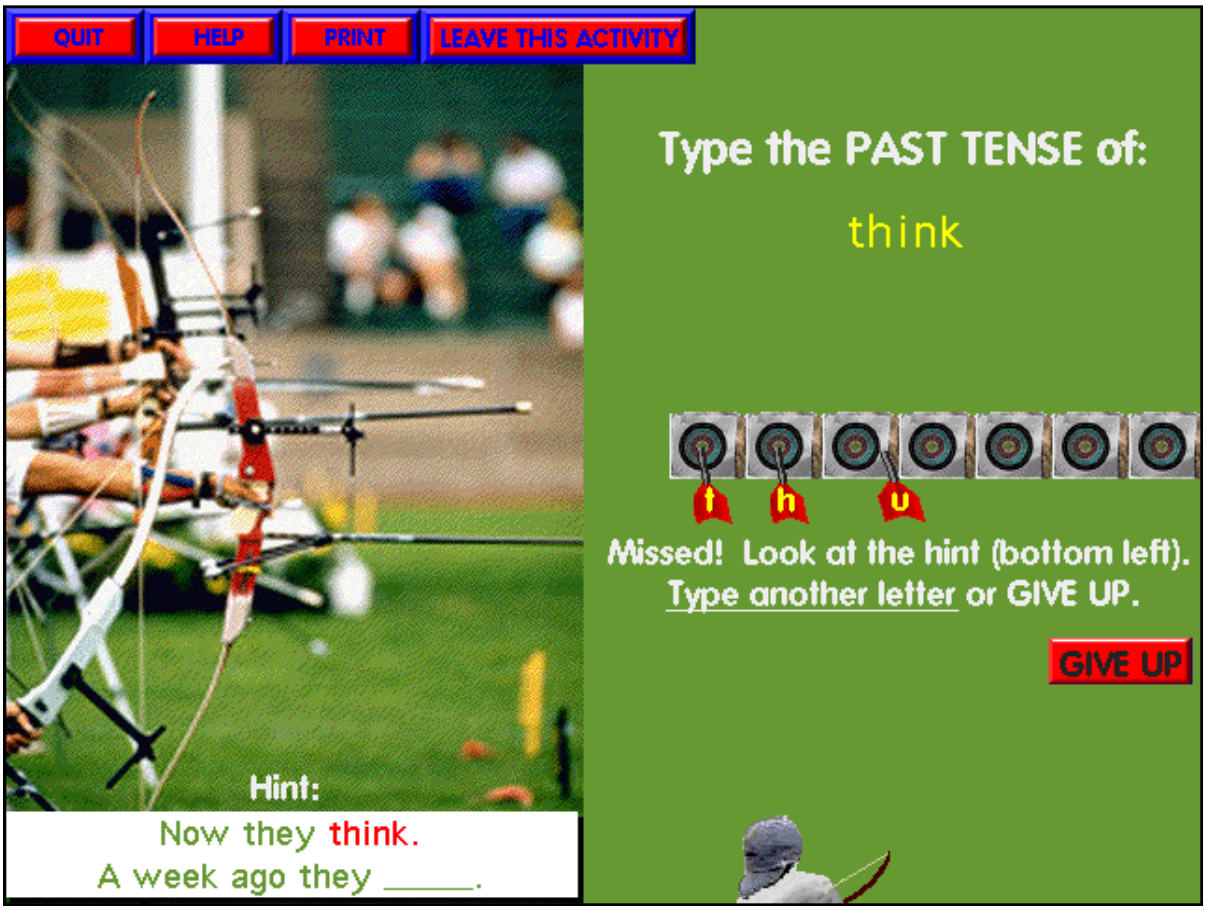
Past Tense

Skills addressed by this activity

- know and spell correctly irregular past tenses of common verbs

Activity description

This activity motivates students to consolidate and extend their knowledge of irregular past tenses by providing immediate feedback in an archery setting. As students type, their letters appear on arrows that hit a set of targets. Correct letters are bull's-eyes, and incorrect letters are misses (see below).



The student is told if a letter is wrong and a GIVE UP button appears. If a student gives up, the correct past tense is displayed. These incorrect cases are stored by the program, and there is a high probability that they will be presented again if the student continues to play the game.

The words presented are randomly drawn from a pool of common verbs with irregular past tenses, so that different words appear each time the game is played.

Three irregular past tenses are required to successfully complete the activity. The final screen (see below) includes a list of correctly spelled past tenses, the skill demonstrated and the number of times that the activity has been successfully completed (in the upper right corner of the Skill box).

The words presented include such common verbs as:

begin - began	build - built	copy - copied	cut - cut	do - did
fight - fought	fly - flew	have - had	go - went	lose - lost
meet - met	sip - sipped	sleep - slept	take - took	tear - tore

Teaching/learning points

Students who need practice with irregular verbs could take part in a contest to complete the highest number of games during a set period at the computer. A final screen, like the one pictured above, could be printed as a record of the number of games successfully completed, and the top scorers could post their printed screens on a bulletin board.

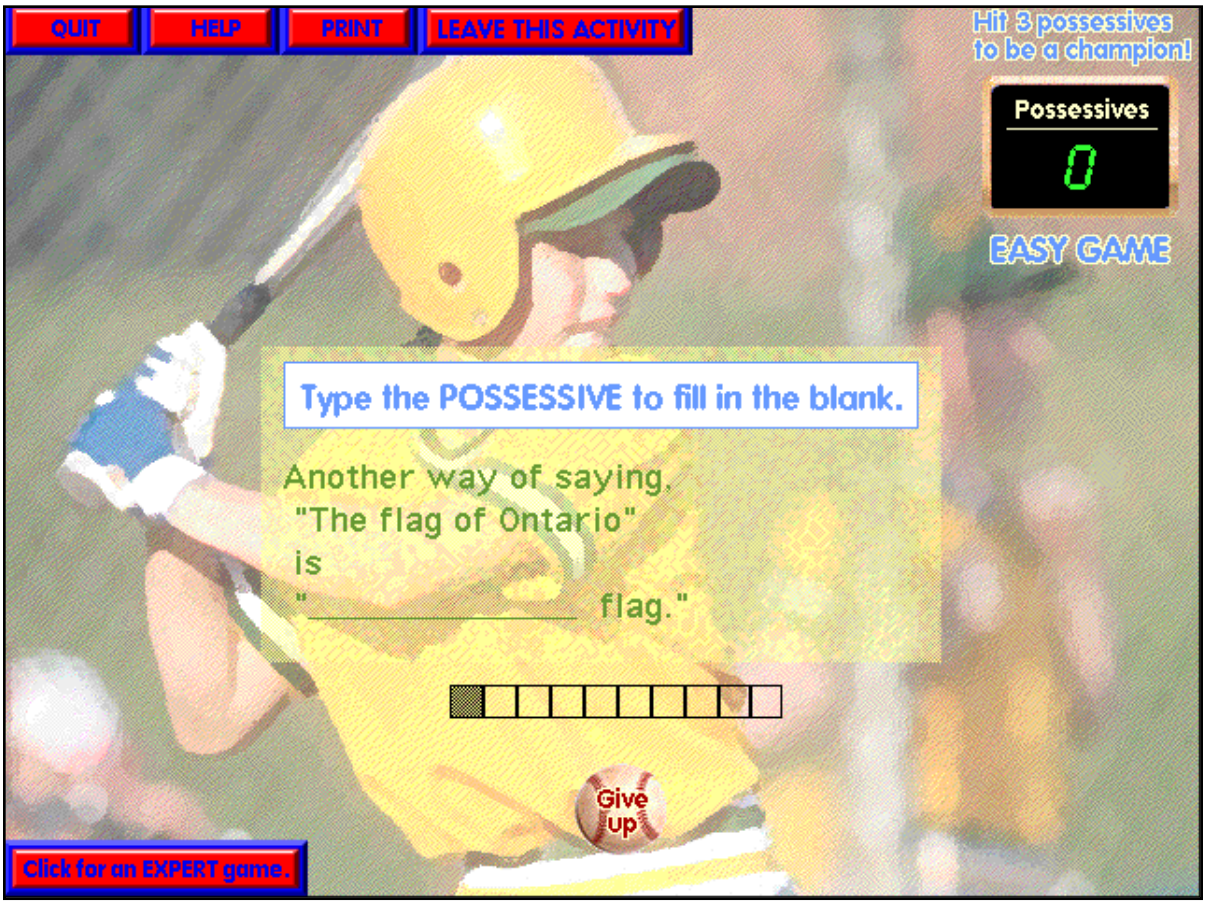
Possessives

Skills addressed by this activity

- use the apostrophe to indicate possession
- demonstrate a knowledge of possessive pronouns

Activity description

In this activity, which uses a baseball setting, students type a missing word which is the possessive form of a given noun or pronoun. There are two levels for this activity, Easy and Expert.



In the Easy version (see above), the randomly generated examples are all nouns which require the addition of an apostrophe and "s" to become possessives. Instant feedback is provided as the student types, with incorrect letters being immediately erased as an audio "Error" message is played. Students in need of help may click the HELP button in the upper left for a short explanation of possessives or the Give up button, in which case the correct possessive form is displayed. To complete the

activity successfully, the student must type three correct possessives.

In the Expert level, students must type five possessives correctly. In addition, the sentence pool is expanded and the sentences are selected so that the five possessives include at least one pronoun and one plural.

The final screen (see below) includes a list of the correctly spelled possessives, the skill mastered and the number of times that the activity has been successfully completed.

Teaching/learning points

If a student is having difficulty with this activity, the first thing to check is that they know how to type the apostrophe symbol and that the keyboard is operating correctly. Students should also be made aware of the HELP button and the fact that there is no penalty for incorrect letters or clicking Give up. Observation of the student's answers may indicate that a review of the use of the apostrophe is required.

Rhymes

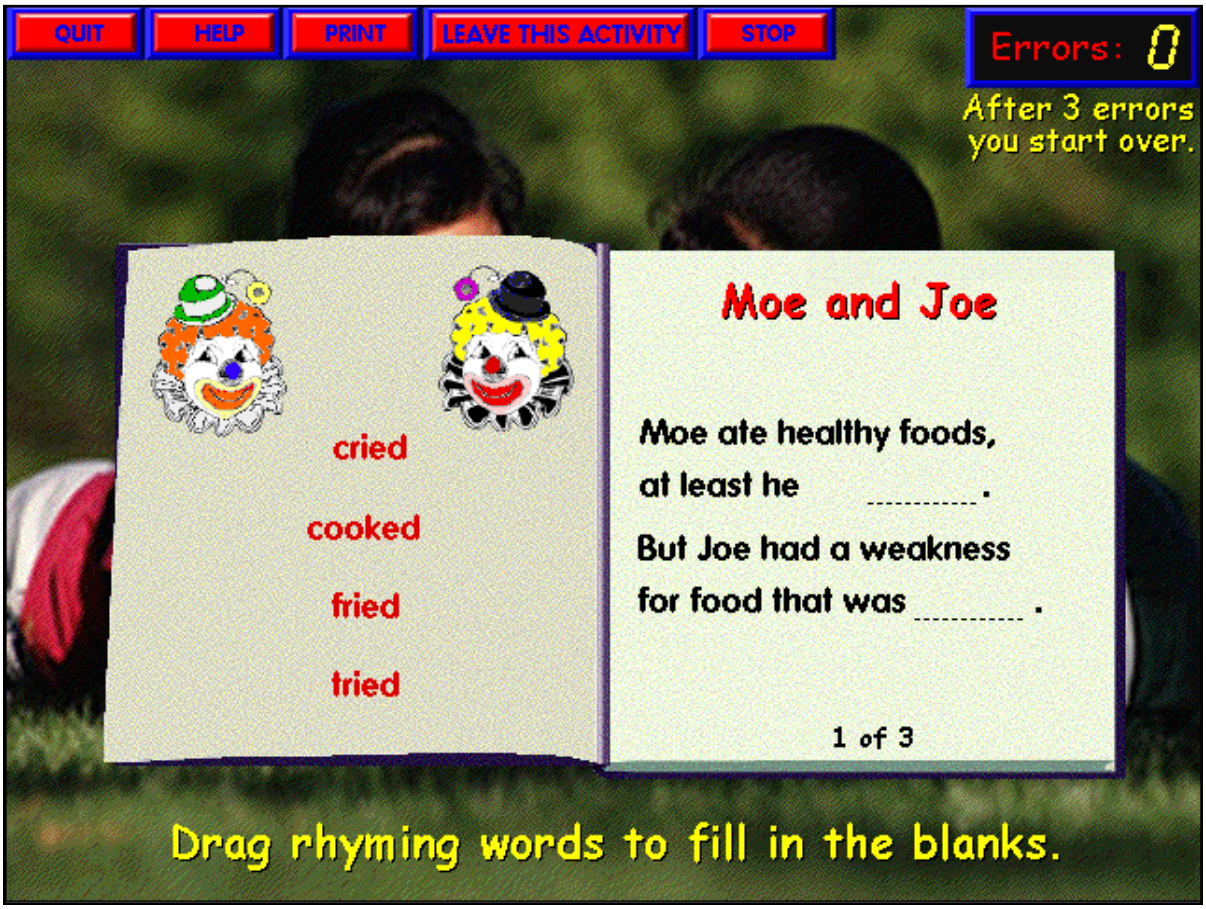
Skills addressed by this activity

- use patterns of word structure to determine pronunciation
- recognize poem and verse structure
- use antonyms

Activity description

In this activity, students must complete three verses of a poem about two friends who are opposites in many ways.

For each of the three verses, the two rhyming words that fit best in the verse must be chosen from a list four possibilities (see example screen below.) Each chosen word must be dragged to the correct blank on the page. In order to make the best selection, students must know how to pronounce the words (to make sure that they rhyme) and must also be able to determine the general meaning of the verse (to make sure that their choice makes sense).



Students may use trial and error to try out the possibilities, but after making three errors, they must begin again.

Verses are generated randomly from a pool of more than 30. At the beginning of the activity, the student selects his or her choice of main characters (Moe and Joe or Jan and Fran).

When three verses have been successfully completed, the rhyme is displayed (see example screen below).

QUIT
HELP
PRINT
LEAVE THIS ACTIVITY
START
Moe and Joe
Moe ate healthy foods,
at least he tried .
But Joe had a weakness
for food that was fried .
A very strange pair
these two friends made .
When they walked down the
street, people stared, I'm afraid .
It's hard to believe with
all the issues in this rhyme ,
they were the best of friends
and laughed all the time .
Skills
1
• use patterns of word structure to determine pronunciation
• recognize poem and verse structure
• use antonyms
Friends rule!

Teaching/learning points

Students can be encouraged to repeat this activity many times to collect as many different verses as possible. These verses can then be combined and reordered, resulting in a more complete poem. Students could also create their own verses using the theme of "opposites," perhaps choosing their own characters to result in a more personalized rhyme.

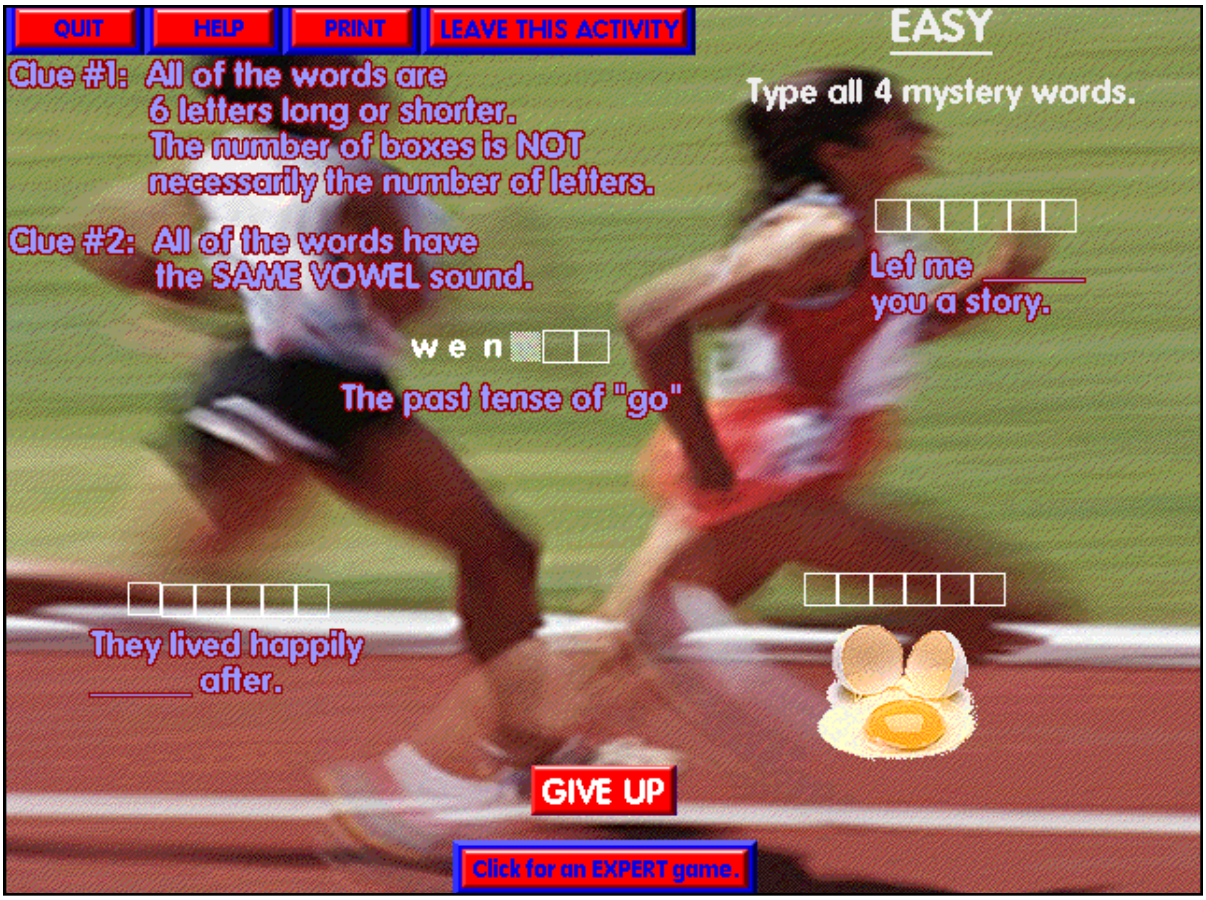
Spelling

Skills addressed by this activity

- use phonics and knowledge of word structure and meaning to increase accuracy in spelling
- use a variety of sources to check spelling

Activity description

This two-level activity provides spelling practice in a foot race setting. In the Easy version (see example screen below), the student must guess and spell four words that share the same vowel sound. An additional picture, audio or word clue is provided for each word.


QUIT
HELP
PRINT
LEAVE THIS ACTIVITY
EASY
Clue #1: All of the words are 6 letters long or shorter. The number of boxes is NOT necessarily the number of letters.
Type all 4 mystery words.
Clue #2: All of the words have the SAME VOWEL sound.
Let me ____ you a story.
w e n
The past tense of "go"
They lived happily ____ after.
GIVE UP
Click for an EXPERT game.

Immediate feedback is given as the student types, so that an incorrect letter is displayed only long enough for an audio "Error" message to play and the student can keep trying letters until the correct one is typed. If the student is unable to guess some of the words, a GIVE UP button is available, which displays all four mystery words.

Where the Easy level is equivalent to a sprint race, the Expert level is equivalent to a four-leg relay race. The first two legs are similar to the Easy version, but without the GIVE UP button.

In the third and fourth legs, student is given four base words and must spell the past tense, plural or adverb forms of the words. Three of the four words follow the same spelling rule. In each group of four, however, one of the words does not satisfy the conditions for the rule, so that the student must recognize when the rule does not apply, as well as when it does.

The mystery words are randomly generated from a large pool of grade-appropriate words. In the Easy version, four words must be spelled correctly to complete the activity. The Expert level requires sixteen words. The final screen includes a list of the words spelled (see above).

Teaching/learning points

The Expert level is one of the few places in the program where correct answers are not provided in order to encourage students to consult additional sources such as a dictionary and thesaurus to check spelling and search for synonyms.

Synonyms

Skills addressed by this activity

- use knowledge of word structure and meaning to spell words correctly
- use a variety of sources to check the spelling of unfamiliar words and expand vocabulary
- identify synonyms, antonyms and homophones of familiar words

QUIT
HELP
PRINT
LEAVE THIS ACTIVITY
STOP
Crossword puzzles help you learn new words. As you fill in words you know, you start building words you don't know.
Click the middle of a square to make it blink, then type a letter.
1 d 2 a 3 y
4 i
5
EASY GAME
Across:
Clue:
day
Antonym (opposite) of "night", 24 hours
4 Frozen water
5 Plural of "man"
Down:
Clue:
1 Antonym (opposite) of "bright"
2 A card with the number 1 or the top card or thing
3 Money in Japan
Click for an EXPERT game.

Activity description

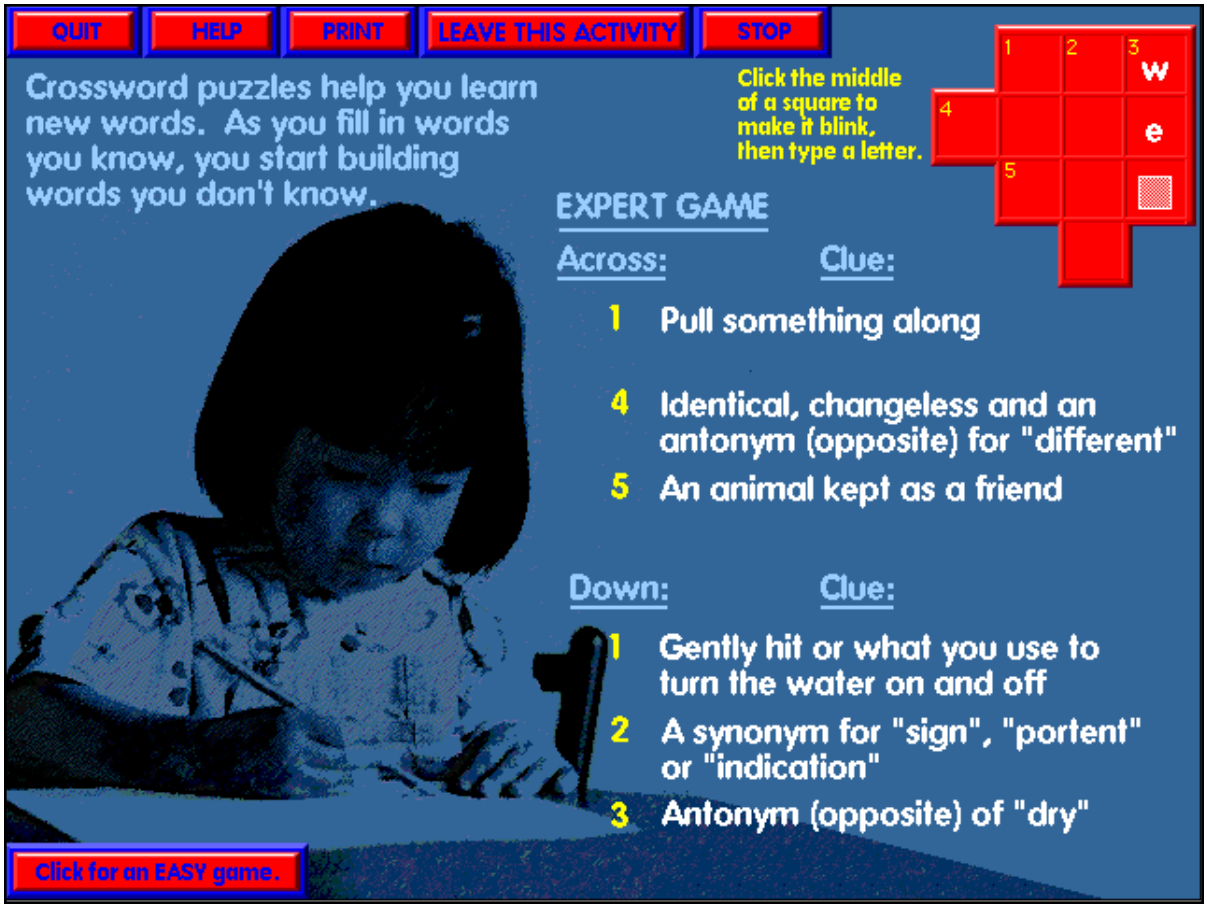
In this two-level activity, students do randomly-generated crossword puzzles that contain grade-appropriate words. In the Easy version, the puzzles are squares with three three-letter words across and three three-letter words down (see example above). The Expert version (see opposite page) includes two four-letter words. To fill in letters, students click a square, which then blinks, and type a letter.

In contrast to a paper-and-pencil crossword, this activity provides immediate letter-by-letter feedback. As soon as a student types an incorrect letter, it is erased and an

audio “Error” message is played. When a correct letter is typed, it is fixed in place in the puzzle and cannot be erased or changed.

Feedback is also provided on a word-by-word basis. When a correct word is completely filled in a bell sounds and the word is displayed next to the definition.

The clues often refer to antonyms, synonyms, homophones, plurals and different tenses of words, to provide further familiarity with those terms and concepts.


QUIT
HELP
PRINT
LEAVE THIS ACTIVITY
STOP
Crossword puzzles help you learn new words. As you fill in words you know, you start building words you don't know.
Click the middle of a square to make it blink, then type a letter.
EXPERT GAME
Across:
Clue:
1 Pull something along
4 Identical, changeless and an antonym (opposite) for "different"
5 An animal kept as a friend
Down:
Clue:
1 Gently hit or what you use to turn the water on and off
2 A synonym for "sign", "portent" or "indication"
3 Antonym (opposite) of "dry"
Click for an EASY game.

To generate the puzzles the program draws from a pool of over a hundred words and arranges them in over a hundred different patterns. As a result, students can do many puzzles during a single session and return to the activity again and again without seeing exactly the same puzzle.

Teaching/learning points

Rather than telling students a word, encourage them to use a dictionary and thesaurus if they can’t guess. If they do have a tentative guess, encourage them to go ahead and try it and then rely on the feedback to tell if their guess is correct. Since incorrect letters are rejected, students who are “stuck” can still figure out a key letter by simply going through the alphabet until they hit the correct letter.

Vocabulary

Skills addressed by this activity

- use a variety of strategies (e.g., dictionary, thesaurus) to determine the meaning of unfamiliar words and to expand vocabulary
- choose words that are most appropriate for their purpose
- identify various parts of speech (e.g., verbs, adjectives, adverbs)

Activity description

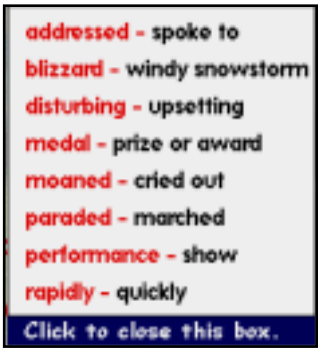
This activity provides a motivating soccer-themed setting in which students are introduced to new vocabulary. Sentences are generated randomly and students must fill in the blanks with the appropriate word. Each blank is labeled with the part of speech (noun, verb, adjective, adverb) that corresponds to the correct word.

In the Easy level, three sentences are presented and the choice of possible words is limited to three (see example screen above). Students must drag their choice to the blank in the sentence. With each correct placement, motivating feedback (animation of player kicking a soccer ball) is given.

In the Expert level, five sentences are given along with eight possible word choices (see example screen below).

QUIT
HELP
PRINT
LEAVE THIS ACTIVITY
STOP
After 3 errors you must start over.
SCORE 0
ERRORS 0
EXPERT
The home team put on a winning _ _ _ _ _ _ _ _ .
noun
The mayor _ _ _ _ _ _ _ _ the crowd before the game.
verb
The team is _ _ _ _ _ _ _ _ moving up in the standings.
adverb
The game ended because a _ _ _ _ _ _ _ _ left snow on the field.
noun
It was very _ _ _ _ _ _ _ _ when a player was hurt.
adjective
Drag the correct words to the sentences.
Click for EASY game.
addressed
blizzard
rapidly
performance
paraded
medal
moaned
disturbing
Dictionary

An on-line dictionary/thesaurus is available by clicking the picture of the dictionary in the lower right corner of the screen. This dictionary gives the meaning of the eight current word choices (see example screen.) ----->



Teaching/learning points

Students should be encouraged to consult the on-screen dictionary/thesaurus to check the meaning of the target words. However, if they have difficulty with any other words in the sentences, they should be directed to look them up in a standard dictionary.

Some students have found the Expert level of this activity to be one of the most challenging parts of Write Way. Those students should try to do a number of rounds of the Easy level before tackling the more difficult version.

Word Order

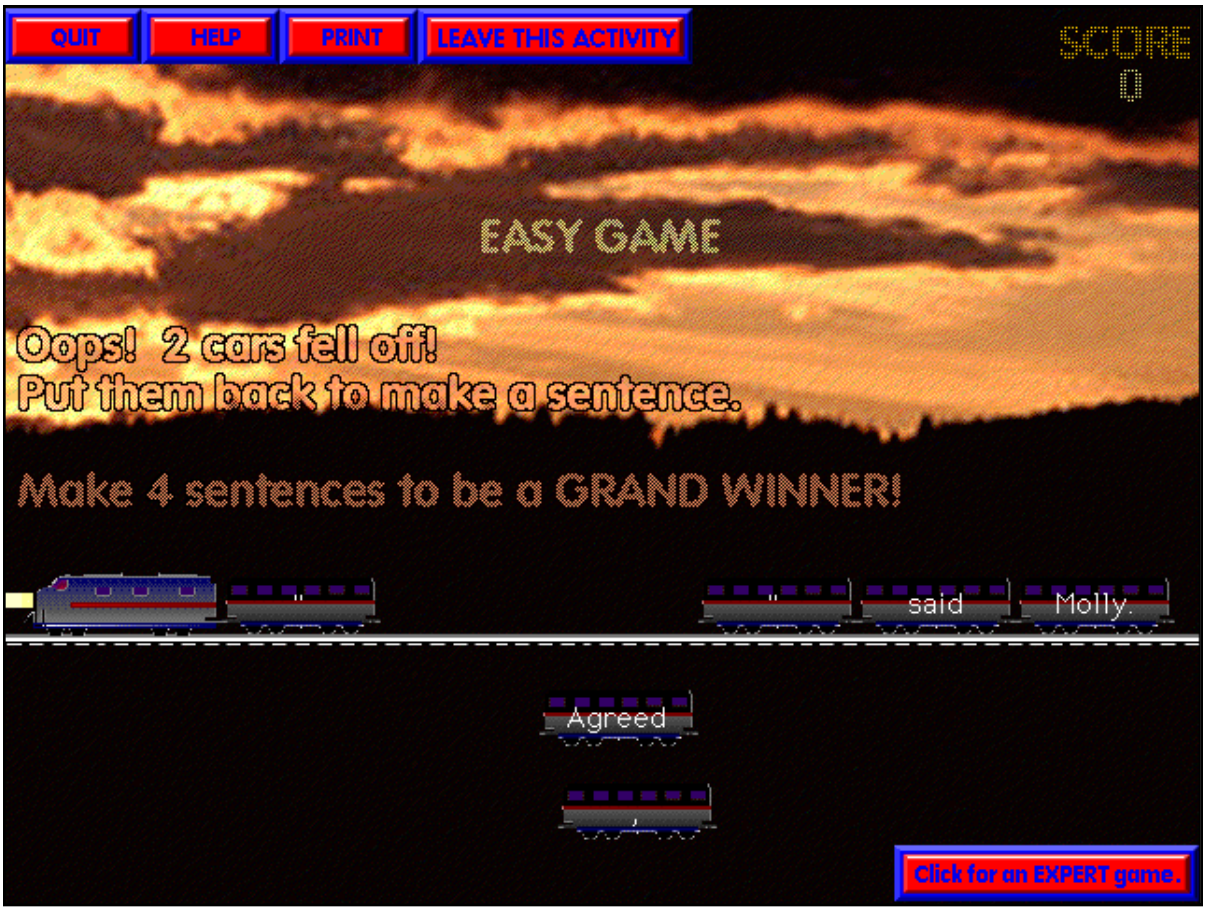
Skills addressed by this activity

- write simple and compound sentences
- correctly use nouns, verbs, adjectives and adverbs
- use knowledge of word order, capitalization and punctuation to write and understand sentences
- use quotation marks for direct speech

Activity description

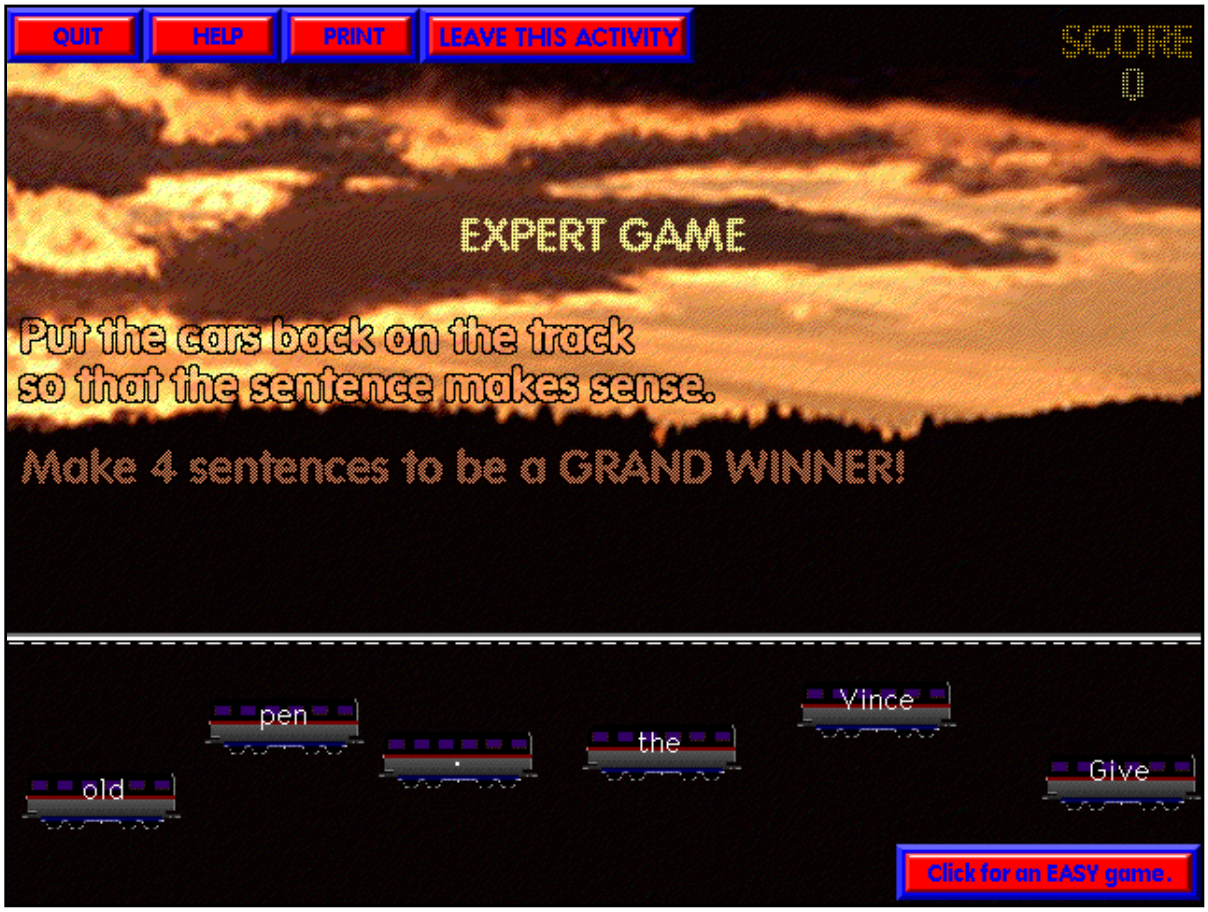
In the Easy version of this two-level activity students must place two words into two gaps in a randomly-selected sentence to form a complete grammatical sentence. The two missing words are on two boxcars, which have fallen off of the track (see below), and students place them in the sentence by dragging them with the mouse to positions on the track.

Immediate feedback is provided as cars that are dragged to incorrect positions are



derailed, while those that are put in correct positions are fixed in place.

The sentences are randomly generated and vary from three to six words in length. Cars usually contain a single word or punctuation mark, but occasionally will contain two as an extra hint. In some cases students must use punctuation or capitalization clues to distinguish between two otherwise grammatically correct choices.



The Expert version (see above) is considerably more difficult as all of the cars are derailed and the student must drag them into position to form a sentence. Feedback is provided after all of the cars have been dragged on to the track, and only the first incorrect car is derailed. The student must then change the incorrect car and put all of the cars back on the track to receive further feedback

Teaching/learning points

The Expert version is suitable only for students who have been previously introduced to capitalization, end punctuation and the use of quotes for direct speech. If students are having difficult with the Expert version, suggest that they pick the Easy game for a while and have them discuss the sentences they see there and explain their placement of the two missing words in detail.

Troubleshooting – Macintosh

Problem	*Possible Cause*	*Possible Solution*
PERFORMANCE		
Program seems slow Program freezes	• not enough memory (at least 12 MB is required)	• Don't run other programs while running **Write Way** • Turn OFF background printing • Close all windows in the Finder • Restart the computer
PRINTING		
Page doesn't print	• printer driver not installed or active • printer not properly connected • printer not selected under **Chooser**	• Refer to your printer and computer manuals
Printing is slow	• slow processor	• Don't use **Write Way** while the printing is processing

Troubleshooting – Windows

Problem	*Possible Cause*	*Possible Solution*
PERFORMANCE		
Program seems slow Program freezes	• not enough memory (at least 12 MB is required)	• Don't run other programs while running **Write Way** • Restart the computer
Display is acting odd (fading, etc.)	• monitor display may be set incorrectly	• Through Windows Setup, set your display to Super VGA 640 x 480, 256 colors
Some text on the screen seems too large		• Choose small fonts instead of large fonts in display set up
PRINTING		
Page doesn't print	• printer driver not installed or active • printer not properly connected • printer not selected under Print Manager	• Refer to your printer and Windows manuals
Printing is slow	• slow processor	• Don't use **Write Way** while the printing is processing

Windows and Macintosh users please note:

The program may behave oddly if the sound is turned off completely.
Always have the sound on and adjust the volume level to your preference.

Write Way Student Tracking Report

Features

- simple way to track students' use of the program and whether they are progressing through the material as assigned
- provides a good basis for making future student assignments
- is a good alternative to printing out the home page and activity record of achievement screens
- provides a structured format for students to record word lists and key learning points
- having a paper record of progress encourages higher student achievement

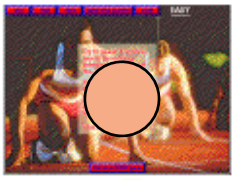
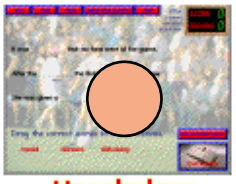
Suggestions for use

- Print or photocopy the Write Way Student Tracking Report on the next page.
- Instruct the students to fill out the sheets just BEFORE quitting the program.
- The students should copy the number in each sphere in the left bottom corner of the activity picture on the home page onto the corresponding circle on the paper tracking report. That number indicates the number of times they have successfully completed the activity.
- Encourage the student to use the extra space on the tracking report to record word lists and other important information. The act of writing will reinforce the targeted skill.
- Save the student tracking reports from session to session to monitor student achievement over time.
- Share the tracking reports with parents, post them on bulletin boards or include them in a learning portfolio.

Write Way Student Tracking Report

Student's Name _____ **Date** _____

Fill in the circles with the values on the spheres on the Write Way home page.
Add any comments or word lists in the area below each activity.

Antonyms	Connecting Words	Labels	Past Tense	Possessives
Rhymes	 Spelling	Synonyms	 Vocabulary	Word Order

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Write Way Student Assignment Sheet

Features

- allows teacher to tailor the program to individual student learning needs by assigning individual students specific activities
- a straightforward way to prescribe activities directly tied to the appropriate content and current lesson plans

Suggestions for use

- Print or photocopy the next page.
- Check off each activity that you wish the student to use.
- Use the extra space below each activity picture for any specific notes and directions for the students. For example, you may wish to direct students to the Expert level in certain activities, or you may wish to refer students to other material or pages in a text that may relate to the activity or address the same skills.
- Instruct the students to copy the number in each sphere in the left bottom corner of the activity picture on the home page onto the corresponding circle on the assignment sheet and to return the sheet to you. The number in the circle indicates the number of times they have successfully completed the activity.

Write Way Student Assignment Sheet

Student's Name _____ **Date** _____

Do all the activities that are checked!
Fill in the circles with the values on the spheres on the Write Way home page.

Antonyms ☐

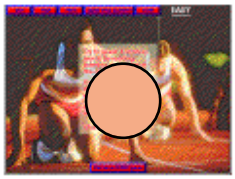
Connecting Words ☐

Labels ☐

Past Tense ☐

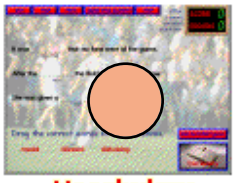
Possessives ☐

Rhymes ☐



Spelling ☐

Synonyms ☐



Vocabulary ☐

Word Order ☐

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